**Recognizing Rigor in the Classroom**

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| **When I walk into teacher’s classes I see:** | **always** | **mostly** | **sometimes** | **rarely** | **never** |
| Students engaged in collaborative work. |  |  |  |  |  |
| Analysis, creativity, and practical application of learning occurring. |  |  |  |  |  |
| Evidence of pre-assessment for lesson content. |  |  |  |  |  |
| Teachers facilitating as students direct their own learning. |  |  |  |  |  |
| Teachers asking probing questions of students. |  |  |  |  |  |
| Students doing most of the purposeful talking. |  |  |  |  |  |
| Students actively engaged in problem solving activities. |  |  |  |  |  |
| Students using technology to learn. |  |  |  |  |  |
| Clear procedures used for all class work. |  |  |  |  |  |
| All students articulating their thinking in small groups. |  |  |  |  |  |
| Teachers doing various formative assessments of working students. |  |  |  |  |  |
| Students engaged in higher level questioning and thinking. |  |  |  |  |  |
| Students using primary sources in their investigations. |  |  |  |  |  |
| Students applying learning in new areas thru projects. |  |  |  |  |  |
| Students assessing their own learning. |  |  |  |  |  |
| Students building and sharing their portfolios. |  |  |  |  |  |
| Different regularly occurring activities that address different learning styles. |  |  |  |  |  |
| Students independently recording their learning and generating their own questions. |  |  |  |  |  |
| Class discussions where students compare ideas with each other. |  |  |  |  |  |
| Student choice built in to assignments. |  |  |  |  |  |
| Tiered assignments designed for academic readiness. |  |  |  |  |  |
| Lessons moving at a brisk pace. |  |  |  |  |  |
| Students’ interests driving topics of learning. |  |  |  |  |  |
| Daily teacher assessments of learning outcomes. |  |  |  |  |  |